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ABSTRACT

The series of activities are designed to provide experiences for primary grade students to: formulate goals, develop positive self-concepts, develop positive attitudes, evaluate career decisions, and adjust toward their career aspirations. The 36 activities focus on: self-awareness, values, personal growth and interests, work, occupational clusters, relationship between school and work, decision making, change, production, skill development, item costs, selling, news sources, housing, tools, occupational characteristics, job application, careers notebooks, careers clubs, geographic locations of occupations, research, work and family, responsibility at home, schedule planning, interdependency of workers, and group work. Each activity description includes materials needed and preparatory tasks. Activities involve simulations, role playing, collages, notebooks, group work, visual displays, interviews, discussion, murals, demonstrations, audio-visual aids, and field trips. The occupational clusters explored in the lessons and suggestions for several lessons are appended. (JB)

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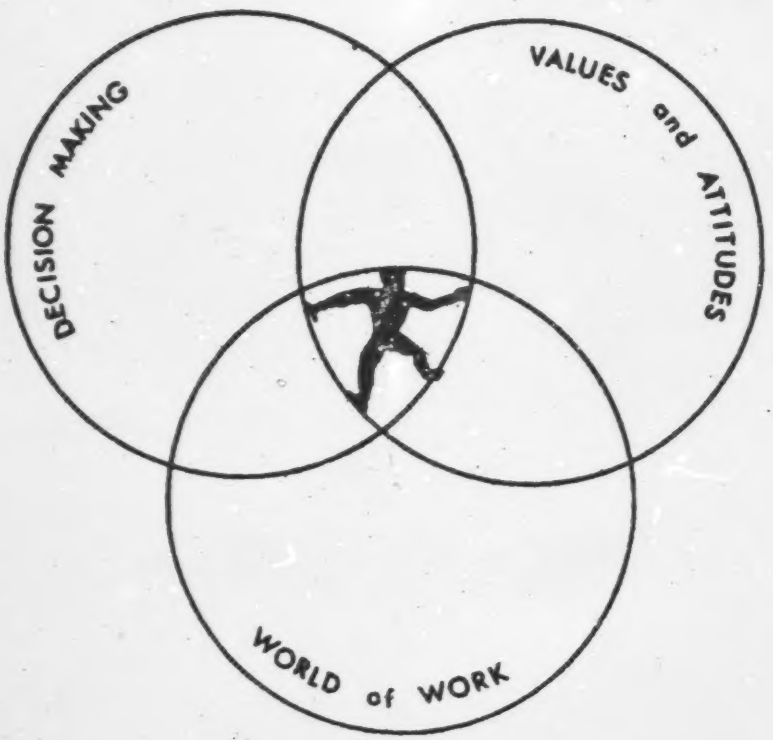
DEVELOPMENTAL CAREER EDUCATION

Primary years



NEW HAMPSHIRE GUIDELINES

OEO03097

DEVELOPMENTAL CAREER EDUCATION

Primary years

DEVELOPMENTAL CAREER EDUCATION

Prepared by a task force of The New Hampshire State
Department of Education
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DEVELOPMENTAL CAREER EDUCATION

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DEVELOPMENTAL CAREER EDUCATION

These pages are designed as the first in a series to supplement the New Hampshire Guidelines for Developmental Career Education. As a result of several workshops and field testing of the original Guidelines in four pilot areas in the state, these primary years activities have been refined and are being distributed to primary teachers and counselors for their use. Other activities in the intermediate, middle, and high school areas will be available as they evolve.

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DEVELOPMENTAL CAREER EDUCATION

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DEVELOPMENTAL CAREER EDUCATION

INTRODUCTION

Careful consideration must be given to any program or activities prior to implementing either in the classroom, for the all important question will inevitably be asked, "What is the program doing for the child?" Educators have seldom demonstrated to the satisfaction of the parent or student the value of academic learning and how it relates to future career selection--that is, demonstrating a clear relationship between learning and earning. Often the goals of the classrooms are not consistent with the goals needed for success on the job. A well planned Career Education program will, however, provide experiences and activities for children that will assist them in formulating goals, developing strong self images, developing attitudes that lead to success, evaluating their career decisions, and making adjustments accordingly in their journey toward their own career aspirations.

The series of activities in this book are not the answer but are simply a compilation of interesting activities--some of which might be integrated into your program.

John L. Davy, President
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ACTIVITY - WHO AM I?

THE CONCEPT - It is imperative that each individual have a broad firm base of knowledge about himself and his environment upon which to make realistic, individually meaningful educational and career decisions.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - The teacher brings a big mirror (or 2 or 3). The students spend time in front of the mirror and are asked to describe the person they see in the mirror. They start a notebook (see other notebook exercise on making notebooks). The notebook could contain whatever the teacher and students can imagine in maintaining an anecdotal record "on myslef". Examples: Things I can do well, Things I value, Things I'd like to do, Things I wish I could change about myself, Things I'm interested in. After a period of 2 weeks, small groups share what they have learned.

MATERIALS NEEDED - Mirror

IMPORTANT PREPARATION TASKS - Prepare for sharing sessions

COMMENTS - Keep all activities positive and non-threatening. Do not force a child to explore himself. Do not "psych" out your students. Do not judge your students.

ACTIVITY- WHO AM I (AUTOBIOGRAPHY) (Submitted by Ann Hyland, Peterborough Elementary School)

THE CONCEPT - It is imperative that each individual have a broad firm base of knowledge about himself and his environment upon which to make realistic, individually meaningful educational and career decisions.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - In a carefully planned sequence of activities (each 10-15 minutes long) students compose their autobiography by answering questions such as:

I am (pretty, handsome) when . . . . .
I am happy when . . . . .
I am jealous when . . . . .
I am angry when . . . . .

Each student keeps his own journal and writes about a given topic such as one of the above. As the year progresses he/she should be given time to read some of his/her own writing and reflect upon it.

MATERIALS NEEDED - Booklets or material for making booklets

IMPORTANT PREPARATION TASKS - Prepare a carefully thought out series of questions that will help children better understand themselves.

COMMENTS - Booklets should be the private property of the child and shared with the teacher upon invitation.

*see Appendix II

ACTIVITY - VALUES VOTING (submitted by Ann Hyland, Peterborough Elementary School)

THE CONCEPT - By increasing his awareness and understanding of his own values the student will be better prepared to make viable career decisions.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - This activity works best in small groups, but can later be used in large groups. Questions such as the following might be asked of your students.
"How many of you . . . are afraid of the dark?
. . . like to play in the mud?
. . . like to wade through puddles?"
This type of discussion allows children to feel better about their fears, likes, dislikes, etc.

MATERIALS NEEDED -
Comfortable atmosphere for the discussion

IMPORTANT PREPARATION TASKS - Prepare a number of well thought-out questions prior to the meeting.

COMMENTS - Do not force a child to explore himself. Do not "psych" out your students. Do not judge your students.

*see Appendix II

ACTIVITY - PAST--PRESENT --FUTURE

THE CONCEPT - Self awareness and an understanding of personal growth through change is a key factor in the development of individuals best suited to making wise career decisions.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Each student is given 3 sheets of poster board. Over a period of one week the student makes 3 posters. The first is titled at the top with the students name and age last year. The second is similarly titled with his name and his age in years, months and days as of a week from the date of the assignment and the third has his name and his age as of a year from now. After a week the poster should contain pictures, descriptive phrases, or any information that accurately describes what the student was like a year ago, how he has changed and what he is like right now and lastly how he expects to change and what he expects to be like a year from now. For example, how tall will he be, what grade will he be in, where will he live, will he make the little league team, will he have a bike of his own? The student of course will want to ask his parents and friends for help.

MATERIALS NEEDED - Poster board - 3 sheets per student

IMPORTANT PREPARATION TASKS - Prepare a stimulating discussion on the need for changing skills, jobs, or vocations. Be able to demonstrate or give examples of some jobs that have come about in the last 1 or 2 years because of change.

COMMENTS - Some help may be needed to assist children in recalling what they were like last year or envisioning what they might be like next year.

ACTIVITY - SILHOUETTES

THE CONCEPT - By identifying items and areas of interest, each child begins to understand more about himself, his goals, and his areas of interest.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Twenty 4' x 5' sheets of paper are needed to make a collage of each student in the room. First, the student lies down on the sheet of paper and is outlined. Next, his hands and feet are outlined. Lastly (laying sideways) his profile is outlined. He then gets up and looks at the silhouettes and discusses them. Has he learned anything about himself? Each child then gathers pictures of things that will tell others more about himself. The pictures are then glued on the silhouette.

MATERIALS NEEDED - Large sheets of paper, magic markers (washable)

IMPORTANT PREPARATION TASKS - Organize groups of students to help each other in preparing the initial silhouettes.

COMMENTS - Games could be made using each childs silhouette with glued on pictures. Other children could describe the one child who's silhouette is displayed.

ACTIVITY - WHY DO PEOPLE WORK? (SKIT)

THE CONCEPT - In addition to providing children with orientation on how to conduct an interview, Why do people work also introduces students to an actual interview. Students through discussion share their feelings as to why people work.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Step 1. Students are given an orientation on how to conduct an interview and then students are given a day to find out from a variety of people why they work. Step 2. When they return, they are divided into teams of 4 to 6 to discuss what they found out. Step 3. The "team" produces a 5 to 10 minute playlett to demonstrate some of the things they found out. Step 4. At a given time each playlett is given complete with costumes, simple props, sound effects, etc. After all plays are given the plays are discussed and the major points reinforced by the teacher by putting them on the board.

MATERIALS NEEDED - costumes, props, etc.

IMPORTANT PREPARATION TASKS - Preparation of the lesson on interviewing; Arrange for a place to have the plays; Preparation of guidelines for the play

COMMENTS - A field trip could be conducted the same day as some actual interviews.

ACTIVITY - OCCUPATIONS

THE CONCEPT- Highly motivating method of learning the 15 occupational clusters in preparation for more in-depth exploration of each cluster.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - First - Buy the children's card game Authors and play it. Second - When the rules are understood, have the class break into teams of 4 and distribute 3x5 cards. Instead of authors students make a new deck substituting authors with the 15 occupational clusters.* Third - When new decks have been prepared, the students organize a tournament.

MATERIALS NEEDED - 3x5 cards, paint, magic markers, old decks of cards

INPORTANT PREPARATION TASKS - Prepare cards with occupational clusters - See Appendix I.

COMMENTS - Cards can be fancy or simple-An alternative is to take an old deck of playing cards, paint over the face and redecorate, installing the name of the 15 occupational clusters.

*See Appendix I

ACTIVITY - A CAREERS COLLAGE

THE CONCEPT - A careers collage provides an excellent introduction to the 15 career clusters by allowing the children to discover the jobs within each cluster.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - After proper motivation, a huge piece of poster board 5'x10' is placed in the room. Each student each day brings in a picture of a different occupation. Students try not to duplicate those occupations already on the board. A more sophisticated method might be to divide the board into 15 areas (labeled) and assign the students the task of filling in their job cluster with appropriate pictures. Since some students may not have magazines and newspapers available at home, the classroom should have a good supply on hand.

MATERIALS NEEDED - Magazines, poster board, markers

IMPORTANT PREPARATION TASKS - Develop a good understanding of the various jobs within each cluster.

COMMENTS - A good discussion could be developed around the relationships between jobs and the relationship between clusters.

ACTIVITY - OCCUPATIONS OF THE WEEK - DISPLAY

THE CONCEPT - This display can explore many aspects of the world of work, careers, as well as many related areas. It provides children with an opportunity to work as a group, sharing responsibility as well as dealing with various aspects of Career Education.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - The teacher and students work out an agreement and guidelines with the school administration on the construction and maintenance of a centrally located, well designed bulletin board. Once a week the class is formed into a committee to decide what the new display (new each week) should be. The displays must all deal with some aspect of career education-for example-why people work-why school is important-occupations in our town, etc.

MATERIALS NEEDED - Fixed bulletin board or materials for construction, materials for displays, depending on the design, theme and ideas.

IMPORTANT PREPARATION TASKS - Consultant with the administration on plans.

COMMENTS - It is important to make this a class project and not just a project for a select few. Try to stimulate discussion around the theme or concept. Think of ways to involve others in your school.

ACTIVITY - THINGS I COULD BE

THE CONCEPT - Too often our school subjects offer little direct relationship to the numerous occupations of everyday life. This activity attempts to strengthen this relationship.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Each student is given 1 day to list as many occupations as they can think of that relate to each of the subjects he is learning. The teacher lists the subjects on the board: math, english, science, reading, etc. and then gives directions making sure the task is understood and questions are answered. The major problem will be the matter of how specifically some jobs relate to classes and some understanding should be reached about this. After students share their lists, the teacher should compile all responses and put them on the board and ask students to choose 3 to 5 occupations that appeal to them and a discussion might ensue about why the students made the choices they did.

MATERIALS NEEDED - Examples that show specifically how some jobs relate to classes

IMPORTANT PREPARATION TASKS - Prepare to discuss a number of occupations and to show how that worker used different subject matter.

COMMENTS - Think this activity through carefully: it could expand into several directions in exploring careers.

ACTIVITY - I'D RATHER BE

THE CONCEPT - I'd Rather Be provides the students with an elementary experience in the decision making process with exploring a wide variety of careers.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - On stiff poster board the teacher lists 100 prominent occupations, then cuts out each one so that she has 100 titles separated. Each day for 10 school days the teacher displays 10 occupations and students are asked to write down the one or possibly 2 they like best. At the end of 10 school days, the student then has 10-20 occupations listed. The student is then asked to prioritize his list. When he has decided, the student is then asked to discuss why he selected the top 5 on his list. Note: This could be a good introductory exercise to a more in-depth investigation of occupations in which the student may be interested.

MATERIALS NEEDED - A list can be easily constructed from the DOT - Directory of Occupational Titles

IMPORTANT PREPARATION TASKS - Prepare the list of 100 prominent occupations

COMMENTS - This activity can be combined with other notebook activities or The Who Am I activity.

ACTIVITY - DISCOVERIES OF THE DECADE

THE CONCEPT - We live in a changing society--new inventions and discoveries bring new jobs and make others obsolete. This exercise allows the student to explore, fantasize and investigate how the job market changes.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Using a mural, a collage, a notebook, etc. as the medium for display, the student is given a period of time to collect data on 5 inventions for discoveries of the last 10 years. After collecting the information and presenting it, the class discusses the occupations that were created by the invention or discovery. This could be a good opportunity to allow the students to fantasize about the future and what kinds of occupations might be needed in the future.

MATERIALS NEEDED - References, magazines etc. for collection of information on inventions and discoveries.

IMPORTANT PREPARATION TASKS - Gather information on occupations of the future

COMMENTS - As a high interest follow-up, students could each "invent" something that they feel is needed by society. Each could briefly discuss his/her invention.

ACTIVITY - HOW DOES IT WORK?

THE CONCEPT - A thorough understanding of a product increases the students interest in the process (occupation) that was used to produce the product.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Note: See exercise on How Is It Made?
This exercise is similar to the one where students describe how an item is made. He brings an item to class that he feels other students may have an interest in understanding more about. The teacher needs to impress the students with the need to either do some "research" or experimentation to determine how the item works and how to explain its operation to his classmates. (Fathers are usually a good source of help). Possible items might include an old clock, a can opener, a talking doll, a cork screw, a thermometer, a safety pin, a lock, etc.

MATERIALS NEEDED - Several items should be collected prior to this exercise, for some students may not have items to take apart.

IMPORTANT PREPARATION TASKS - A note to parents might save some home from severe damage and ruin as well as soliciting support for the activity.

COMMENTS - Ref: The How and Why of Mechanical Movement - Popular Science.

ACTIVITY - HOW IS IT MADE?

THE CONCEPT - A wide variety of labor goes into nearly every product. By exploring how it is made children gain an appreciation of the various occupations as well as insight into the dependency of numerous people for our products.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - After the task has been clearly defined, limitations set, and questions answered, students are asked to bring something to class and to be prepared to discuss how it was made. The problem for the student is finding out how something is made can be minimized if reference books are available and other sources known. Eg-a ball point pen, belt, newspaper, etc. Note: Students are not responsible for explaining how the item works but rather how it is made.

MATERIALS NEEDED - Some available reference materials for student use.

IMPORTANT PREPARATION TASKS - Careful attention must be devoted to helping students find out how an item is made. He may have to send for materials, talk with people, take the item apart, etc.

COMMENTS - Warning: Students should be cautioned about getting parental approval before tampering with any item to discover how it is made.

ACTIVITY - SUNBURST

THE CONCEPT - Sunbursting is a highly interesting way of exploring the manufacturing processes as well as those occupations associated with the processes. The children will gain insight into the various processes used and a deeper appreciation of the skills needed for manufacturing such a simple object.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Each day for 10 to 15 minutes the teacher presents an object to the students (eg. a pencil) and the students "brainstorm" on as many occupations as possible necessary in the production of or suggested by the pencil. The teacher should maintain some control to insure that responses do not become too far afield. Other objects might include a sheet of paper, a black board, a felt tip pen, a thumb tack, a box, etc. Each day the group can try for more detail and specificity.

MATERIALS NEEDED - Simple articles that are composed of several types of material. For example: pencil - (wood, metal, paint, ink, graphite, latex, etc.)

IMPORTANT PREPARATION TASKS - The teacher should carefully research each article to insure that he/she understands the composition of and production techniques of each component.

COMMENTS - This can be an exciting technique that can be used in the classroom for other purposes.

ACTIVITY -- THE CORNER STORE (by Mrs. Doris Welch, Antrim Elementary School)

THE CONCEPT - This rewarding activity provides numerous benefits for children. They are given considerable responsibility and they have an opportunity to express themselves via television commercials. Considerable skill development and satisfaction of creating is encountered. Parents and business leaders also play an integral role in the 'corner store' and become involved in school activities.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Children bombarded by ads in early December -- TV blaring wishes and needs and "you really must have..."-- When giving gifts, children can only find adult made, adult chosen materials...often at adult prices. So we needed:
A place where children could choose what really appealed to their tastes at a price they could afford. It was already December 5.
It had to be a shop of our own because no other place met our needs. But how does a school begin a shop, or get the money, or buy the supplies? The children knew the money came from the bank but thought probably it had to be paid back and that certainly you paid back only the exact amount borrowed.
The local bank sent a representative from the loan department (who was shouted down when he said we'd have to pay back more than we borrowed...until he explained) Our principal agreed to be our "bank" (via student activity funds) If we met certain criteria, appointing representatives, giving detailed plans for our business, agreeing to a repayment date and interest rate, etc.
Our shop began in earnest. The children chose to make and sell holiday decorations (felt pins, birch log candle holders, door bell pulls, etc.) They made samples, figured cost, estimated number of sales, totaled funds needed and applied for a $20. loan. School secretary typed the contract and witnessed its signature by principal and our representatives. We had agreed to a June payment deadline at an interest rate of 25¢ per week.

DESCRIPTION - The Corner Store (cont.)

With the funds the children could then go with parent volunteers to buy the specific items needed. Those who chose not to leave on the shopping trip planned store dates, hours, staffing, publicity, etc.
When supplies were arranged in work areas they chose assembly line production vs. individual craftsman style. The latter won but they later found they had to price some craftsmens products higher or lower on a scale due to varying degrees of ability.
Each child attempted something. Posters had to be drawn, gifts created, ads written, displays planned. Adept volunteers helped with sewing and cutting and gluing but were asked specifically to help, not to make. For days work continued Mothers heard about our Shop and offered ribbons, wrappings and hours of supervision. Fathers painted signs for our hallway shop doorway, cut birch logs and drilled holes. Local shopkeepers invited groups to see good display vs. poor display and pricing. A resource teacher videotaped spot commercials with children as announcers (we later showed these to all classes on many occasions) Work continued until the first day of the shop. (It was to be open the Mon., Tues., Wed., and Thurs. before Christmas in our school hallway from 12:30 to 1:30 pm, staffed by 2 students supervised by one parent) The crowds waited at the doors by 12:30 the first day. By 1:00 pm the class had earned its investment of $20., by 1:30 they were sold out, had paid their debts, had made a profit of $12.01 and were ecstatic. Profit was divided among the "stockholders" (all the children who planned and carried out the shop) at a fine return of 44¢ for each with 13¢ remaining, which they voted to give to the Student Activity Fund.
Interestingly, three adult customers in their shop that day were a mother who had helped with projects, a father who brought two pre-schoolers to shop for Mother's gift and the bank representative who drove 13 miles to be there when it opened.

MATERIALS NEEDED - Cardboard or wood to build 'store', poster board, markers, or paints

IMPORTANT PREPARATION TASKS - Speak with bank representative discuss 'loan with principal

COMMENTS - There are many exciting and worthwhile "spin-offs" from this activity. Think about it.

ACTIVITY - HOW MUCH DOES IT COST?

THE CONCEPT - Often children have an understanding of how much articles cost, but seldom do they understand the value or relative cost of articles. How much does it cost builds a stronger understanding of this relative cost.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Step 1. Choose a monetary sum that the student understands. Step 2. On a large sheet of paper 4'x4' write across the bottom items or services people buy. Make sure that at the bottom left is a small horizontal line representing the monetary sum understood by the student- eg. $1.00 Step 3. In a "discuss it as you go" process simply construct a bar graph to give students an idea of how many $1.00s it would take to buy a tricycle, a doll, a toaster, a book, etc.

MATERIALS NEEDED - poster board, magic marker

IMPORTANT PREPARATION TASKS - Seek out reasonable costs for numerous articles, especially articles of interest to your group of children.

COMMENTS - Cut magazine pictures to go on your bar graph or have students draw pictures.

ACTIVITY - SELL IT

THE CONCEPT - Selling an article in itself is important but it is also felt that there is a relationship to selling an article and selling oneself as an important, worthwhile person.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Students bring some item from home that is second hand and that the parents are willing to part with. The item should be small and should not have originally been more than $5.00 in value. Each student does some preparation in deciding the good selling points of his item. He then gives a "sales pitch" in an effort to interest other students in buying the item. Students do not mention selling price during the sales pitch. After all students have made their pitch, they enter into an open market where they may buy and sell. No item may exceed 10 nickels ($.50) Students are encouraged to "haggle". Discussion of the activity follows the exercise.

MATERIALS NEEDED - Several spare items in case some students forgot to bring theirs.

IMPORTANT PREPARATION TASKS - Ask a salesman to speak with your class on selling. Car salesmen, door to door salesmen can usually make good presentations.

COMMENTS - Teacher may want to substitute poker chips for money. Teacher may also relate some or all of the following: Do salesmen believe in themselves as well as their product? Are they confident? How do they present themselves?

ACTIVITY - IN THE NEWS (by Mrs. Doris Welch, Antrim Elementary School)

THE CONCEPT - By introducing children to the source of the news, interest should be stimulated in reading, listening and looking for newsworthy items. This activity can be "sunburst" to investigate many areas: paper, Where does it come from? How is it transported? How do radios work? How does TV work, etc.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - "Where do you get your news?" The children answered that they all got it from TV but adults used television and the telephone. "What other things give news or information?" "Do these news sources have workers? What kind?" "Where do all these magazines and papers get their money?" (all our class answered "from the government".) Ad prices used to compute the value of one page of ads in a classified section is a fantastic column of addition or multiplication.

Every school has some resources nearby to lead this unit into fascinating areas. Children have publications at home which can be shared. Newspapers often encourage group tours of their plants. Radio stations invite visitors or send reporters to tape interviews later aired on community programming. Paper mills produce newsprint. Foresters determine the sources. Trucks transport it. Chemists, printshops, book stores - all helpful.

Our local newspaper correspondent solicited children's news releases and compiled them into a story which appeared under their class by-line. Our visit to a radio station was filmed by another newspaper's reporter and a full page of story, interviews and many pictures let the children see themselves "In the News".

MATERIALS NEEDED - Newspapers, news broadcast times, TV Guide

IMPORTANT PREPARATION TASKS - Arrange for several short visitations to newspapers, radio station, TV station, etc.

COMMENTS - Activities should involve the students more than the teacher. Have students prepare their own articles, broadcasts, etc. Video tapes could also be made of students broadcasting news of their school or town.

ACTIVITY - HOUSING (by Mrs. Doris Welch, Antrim Elementary School)

THE CONCEPT - Housing provides the children with a live, exciting visit to a construction site. By seeing what each person does as well as how people relate to each other and how everyones contribution is necessary for completion of the house, the children are better prepared to utilize these concepts in their own lives.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Ever seen the inside of a wall? Or the inside of a chimney?
Most contractors, once assured that insurance problems are the schools not his, will welcome class groups to a house-in-the-building. Families who are remodeling will often arrange student tours at varying stages.
A video taping, if available, of a visit during early stages can be used as a refresher as each new development is seen.
Public Service, gas companies, the telephone company are very accomodating about planning installations as children watch. Well drillers or town water departments are everywhere.
Painters and roofers are more difficult to watch but some have brought their supplies to the classroom for touching and trying. Heavy machinery awes children of all ages and a bulldozer or backhoe is never injured by adoring youngsters scrambling over it.
Every town has some building at various stages during a school year. From barns being raised to condominiums on a lake shore, housing is as varied and interesting as our communities.

MATERIALS NEEDED - Video tape (porta-pak) and resource person

IMPORTANT PREPARATION TASKS - Arrange with contractor for visit, arrange for bus transportation, discuss the trip with school administration, inform parents of trip (invite some)

COMMENTS - Prepare for your visit. If possible you should visit the site and meet the workers prior to the trip. Discuss what they might talk about.

ACTIVITY - HOW DO TOOLS WORK?

THE CONCEPT - By exploring the natural curiosity of children around tools, we hope to increase their interest in tools as a prerequisite for later skill training.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Following a lesson by an appropriate person on the subject of tools (it should be accurately defined), the teacher asks each student to use his imagination, make some inquiries, and bring a tool to class the next day for a Super Show and Tell. Each student is given an appropriate amount of time to explain the tool he has brought and how it works.

MATERIALS NEEDED - Optional: 16mm film: ABC'S of Handtools, 1/2 hour.

IMPORTANT PREPARATION TASKS - Advance scheduling of ABC of Handtools General Motors Corporation

COMMENTS - Set some rules about the tools, size, safety factors, permission of parents, etc. Give some thought as to how to overcome a great amount of duplication: perhaps you can outlaw certain common tools.

ACTIVITY - GUESS THE OCCUPATION

THE CONCEPT - By pantomiming an occupation, students will gain insight into several activities that are related to the particular occupation.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - The teacher divides the class into teams of 2 or 3 and then gives each team a piece of paper with an occupation written on it. Each team has 5 to 10 minutes to prepare a pantomime (no talking) to demonstrate the occupation. To add a competative spirit, the teams can be timed as in charades. If time allows, the students will probably want to have two or three rounds. If properly planned, the rounds can become more difficult.

MATERIALS NEEDED - paper, list of occupations

IMPORTANT PREPARATION TASKS - Careful selection by the teacher of occupations that could be easily acted out. For example: policeman, carpenter, truck driver, etc.

COMMENTS - Some costume material might be made available for effect, care should be taken so the costume doesn't 'give away' the occupation.

ACTIVITY - WHAT'S MY LINE

THE CONCEPT - What's My Line is a highly motivating way to 'discover' more about an occupation, and such related areas as lifestyle, nature of work, etc.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - After appropriate motivation and group planning, students are given the instructions that tomorrow they are to come to class and role play a person in a particular occupation. They must not reveal what they are--for example, they might choose to be a doctor or a banker or a teacher or an astronaut. While they should be cautious about costumes that would reveal their occupation easily, they might want to dress like an adult. In a process of rotation all children have a chance to be panel members, audience, and contestants. By prior arrangement an MC is selected (not by the teacher). The game simulates the TV show.

MATERIALS NEEDED - Black board, flip cards for wrong answer.

IMPORTANT PREPARATION TASKS - Impress on students the need to choose reasonable occupations. Establish rules for questioning.

COMMENTS - An adult from the community (with appropriate mask) could be asked to be the mystery guest for the day.

ACTIVITY - WOULD I HIRE ME?

THE CONCEPT - Far too often the learning goals of the classroom bear little resemblance to the tasks or skills needed for success on the job. Appropriate appearance and good grooming habits are generally essential for securing or holding employment as well as being a factor in social acceptance.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - All students contribute to a bulletin board showing good grooming habits (this might be interesting) Near the display board is a large mirror. Each day students are asked to role play as an employer and to step in front of the mirror and rate themselves on appearance. The teacher or another appropriate person gives periodic, brief input on the importance of good grooming in relation to being hired for a job, or getting a school office or being selected as a school representative. At the end of the period of the exercise a simulation interview can take place between "employer" and "potential employee".

MATERIALS NEEDED - Bulletin board, mirror

IMPORTANT PREPARATION TASKS - It would be advantageous for the teacher to meet with personnel managers to discuss hiring practices and preferences.

COMMENTS - It should be recommended that while styles change and there may be strong feelings associated with them, basic neatness and cleanliness remain important.

ACTIVITY - A CAREERS NOTEBOOK

THE CONCEPT - A careers notebook provides children with an opportunity to explore a career or careers of their choice. This activity also provides each child with the opportunity to design and develop an original book of their own--great pride and satisfaction.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - First - Students make their own notebook/scrapbook.
Second - Using one of the other activities in this cookbook that deals with career selection, the student chooses an occupation or a "cluster" of occupations in which he is particularly interested.
Third - The student creates a notebook or scrapbook on that occupation or cluster. The teacher is a resource of ideas about what might be included-where to find information and how to present it effectively. Notebooks might include pictures, poems, interviews, articles, data such as necessary training, school subjects directly related.
Forth - Notebooks are shared after completion and perhaps awards given.

MATERIALS NEEDED - cover stock, paper cutter, scissors, hole punch

IMPORTANT PREPARATION TASKS - This activity should be preceded by 1. Occupations, 2. I'd Rather Be--

COMMENTS - An alternate approach might be to have the students produce a progression notebook - ie. a different occupation each day or two.

ACTIVITY - WALL MURAL OF OCCUPATIONS

THE CONCEPT - The wall mural presents a visual display of items used within a variety of occupations. By having an understanding of items identified with an occupation, students gain insight as to what each worker does.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION* - A large expandable surface is needed for this activity, such as a wall, a large window, etc. Students are asked to select one occupation in which they are particularly interested. Duplications within the class should be resolved, so that each student has a separate occupation. He is asked to write down 5 or 6 objects that if put together would suggest the occupation he has chosen. For example a policeman - badge, police car, pistol, hat, handcuffs. Then the students are given poster paints together they make a mural, putting their 5 or 6 items in one cluster. The teacher might want to pre-draw an area on the wall in which each student may draw. Note: If water base paints are used, most surfaces can be used because the paint is easily washed off.

MATERIALS NEEDED - surface to paint on, paints, brushes, rags

IMPORTANT PREPARATION TASKS - Have a selection of pictures or magazines in class.

COMMENTS - *This activity should be used as a follow up for other activities which are used to help students limit their occupational choices.

ACTIVITY - A STROLL THROUGH TOWN

THE CONCEPT - A stroll through town introduces the student to the wide variety of occupations and some tasks involved in each occupation.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - After proper motivational preparation and a thorough understanding of its purpose, students are taken on a 1-1 1/2 hour "stroll through town". Their task is to observe and note as many occupations as possible that they see and to pay close attention to some of the specific tasks being performed. After returning to the school, the students report to the teacher, who then lists the occupations on the board. Then a discussion of the tasks performed is conducted. They can be asked to select the one they liked best and discuss why. Here again this activity is a natural "lead in" to further career exploration.

MATERIALS NEEDED - Note pads and pencils to list occupations.

IMPORTANT PREPARATION TASKS - Make necessary administrative arrangements. If you plan to "stop in" at various places of business, it would be appropriate to let the manager know.

COMMENTS - Invite one or two community members to join you on your walk - they may be able to show you many interesting facts about the town.

ACTIVITY - A CAREERS CLUB

THE CONCEPT - A careers club provides students with the opportunity to explore careers of their choice. It strengthens the theme of democracy, places children in a position of responsibility, brings community resource people to the classroom and develops a better understanding of various careers.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Quite simply, this is a club with members, officers, rules, etc. established and operated by students and designed to increase awareness, interest, and evaluation of careers. Activities might include guest speakers, films or film strips, interviews, field trips, etc. The club probably would meet once per week. An option, however might be to form the class into a club and have it meet 2 periods a week.

MATERIALS NEEDED - Guidelines for operating the club

IMPORTANT PREPARATION TASKS - Prepare to suggest activities for the club to do if they have difficulty in finding suitable ones. Find film lists, guest speakers, list or lists of possible short field trips.

COMMENTS - Children could and should choose their own speakers and areas for discussion. By allowing them to do this, the activity becomes much more meaningful to them. This activity may at first seem too difficult for the primary years. However, teachers should think carefully about the merit of the Careers Club activity before discarding it.

ACTIVITY - NEW HAMPSHIRE MAP OF OCCUPATIONS

THE CONCEPT - By developing a greater understanding of the occupations available in their state and how these occupations are related to geographical areas the children will begin to develop a relationship between themselves and their environment.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Step 1 - Get a large roll of table paper, the kind they put on the tables at the church pot luck suppers. Roll out 15-20 feet several times and tape them together to make a huge 8x20 rectangle. Then with students, proceed to make a huge map of N.H. Step 2 - Write to DRED or to the chamber of commerce in the major cities for information on the economic base in the state and the kinds of occupations most prevelant. Students make symbols of the most prominent businesses and industries and attach them to the map.

MATERIALS NEEDED - Roll of paper, magazines with pictures

IMPORTANT PREPARATION TASKS - 1. Make sure you have a good selection of magazines for obtaining pictures. 2. Secure names and addresses of local and state agencies that can be of assistance.

COMMENTS - Note: Inherent in the process of this activity are several valuable allied lessons - eg. proportion, geography, numbers, spelling, history, etc.

ACTIVITY - TWENTY QUESTIONS

THE CONCEPT - Twenty Questions provides for a highly interesting approach to a somewhat in-depth exploration of a given occupation. It can and should be reinforced with a short high-interest follow-up.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - The teacher selects an "occupation for the day". She keeps the occupation a secret. At a given time each day students are given 5 minutes to guess what the occupation is--all questions can be answered by only "yes" or "no". After students have guessed, the teacher either reads or has some other informational activity about that occupation.

MATERIALS NEEDED - tape recorder (optional), poster board (optional)

IMPORTANT PREPARATION TASKS - Prepare a story or other informational input each day to follow-up student discovery of the occupation.

COMMENTS - Record the questions and responses of twenty questions and have students make a bulletin board of the occupation after each game.

ACTIVITY - WHAT DOES YOUR DAD OR MOM DO?

THE CONCEPT - Generally an understanding of the world of work begins with an understanding of work within the family.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - The question is raised by the teachers "How many of you know what kind of work your father or mother does?" This is followed by a motivational introduction to the task of having the students find out what Dad does and what Mom does. Where possible an arrangement with parents should be sought that will give a child the opportunity to observe the father or mother at thier "job site" and a situation where the child can ask questions and learn about the parents occupation. After a reasonable time - say 2 or 3 days - the students each describe their parents work to the class and give their impressions, views, opinions. Students might bring a parent, they might bring a tool, a product or other materials used by the parent.

MATERIALS NEEDED - Comfortable setting for discussion

IMPORTANT PREPARATION TASKS - Letter to parents, explaining the activity, the reason for it, and a plea for cooperation and support.

COMMENTS - A letter to parents might be appropriate a few days before this activity. Care should be taken to avoid unpleasant or embarrassing situations - where parents may be unemployed, deceased, etc.

ACTIVITY - SHARING RESPONSIBILITY AT HOME

THE CONCEPT - By discussing responsibility and sharing responsibility the students begin to see how helping others and depending on others and being depended upon are important in life and in work

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - The student enumerates all the tasks he can identify that are necessary in maintaining a home. After each task he notes who is responsible for that task. A discussion is than generated toward showing the need for the sharing of the responsibilities by each member.

MATERIALS NEEDED - Comfortable setting for discussion.

IMPORTANT PREPARATION TASKS - Teacher should generate his/her own list of tasks.

COMMENTS - Good discussion could be generated on roles, changing roles, changing types of tasks, etc.

ACTIVITY - PLANNING SCHEDULES

(submitted by Ann Hyland, Peterborough Elementary School)

THE CONCEPT - By encouraging children to plan their use of "free time" they will understand and utilize both leisure and non-leisure time more effectively.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Each child makes his own notebook and each morning writing specific things he would like to accomplish during his "workshop" (free) time. At the end of the day he compares his achievements to his plans and sees how well he made his plans and structured his time. If possible, an adult should be present during his analysis at least two times a week to help him plan better and to provide encouragement

MATERIALS NEEDED - Materials for notebook

IMPORTANT PREPARATION TASKS - Provide time both in the morning and afternoon for students to write in their books.

COMMENTS - Try to meet frequently with each student to stimulate interest

*see Appendix II

ACTIVITY - WHAT WOULD HAPPEN (PANTOMIME)

THE CONCEPT - The students will recognize the interdependency of workers in completing tasks. This provides for an excellent introduction for a unit on depending on others being depended upon or responsibility.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - The teacher chooses a situation depicting a variety of occupations that are dependent on one another to get a job done. For example, an assembly line, an operating room, a newspaper, a school. The students are then asked first to act out in pantomime and then to discuss all the things that might happen if one person fails to do his part. An optional extension might be to relate this to home life. eg. If the student didn't empty the garbage.

MATERIALS NEEDED - Video tape is possible

IMPORTANT PREPARATION TASKS - Prepare for a stimulating discussion on the things that might happen if one person fails to do his part.

COMMENTS - Several students can work together on the pantomime.

ACTIVITY - ENCOURAGEMENT OF GROUP WORK (Submitted by Ann Hyland Peterborough Elementary School)

THE CONCEPT - Cooperation and Communication are essential in all occupations, and group work in school should be encouraged to improve these skills.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Sand bag blocks are made so heavy that one child can not build alone. There must be some group work to move them and hence communication and cooperation. The same type of behavior can be accomplished by putting three or four children in a section and assigning a job to them. An example could be cleaning the cages.

In 15 minutes or so the adult should re-appear and work with the children in assessing their behavior.

Questions might be:

"Did one child take charge and assign jobs, or was this a group decision?"
"Is everyone happy with their job?"
"Have you accomplished much?"
"How could you have done better?"

MATERIALS NEEDED - sand, sand bags

IMPORTANT PREPARATION TASKS - Select a section of your room where children can build things with the sand bags.

COMMENTS - This could be video taped and the children and teacher could watch and discuss behavior.

*see Appendix II

ACTIVITY - NECESSITIES AND LUXURIES (submitted by Ann Hyland
Peterborough Elementary School)

THE CONCEPT - By exploring various items and deciding which are to them a luxury and which are a necessity, students explore their own values.

RECOMMENDED FOR PRIMARY YEARS

DESCRIPTION - Prepare for a discussion with the children on necessities and luxuaries. Children are given an assignment to return home and make a list of the necessities and luxuries within their home. Hopefully, a discussion might occur with parents and child on values and finances. When the child returns with his list hold a discussion on his research and feelings concerning necessities and luxuries.

MATERIALS NEEDED - Comfortable setting for discussion.

IMPORTANT PREPARATION TASKS - It would be extremely beneficial to inform parents of the assignment and ask their support (not influencing decisions).

COMMENTS - Classroom discussion can and should be very important part of experience.

*see Appendix II

APPENDIX I

OCCUPATIONAL CLUSTERS

1. Agri-business and Natural Resources
2. Business and Office
3. Public Service
4. Health
5. Environment
6. Communication and Media
7. Hospitality and Recreation
8. Manufacturing
9. Marketing and Distribution
10. Marine Service
11. Personal Service
12. Construction
13. Transportation
14. Consumer and Homemaking Education
15. Fine Arts and Humanities

APPENDIX II

Setting the Stage for--
Values Voting
Encouragement of Group Work
Planning Schedules
Necessities and Luxuries
Who Am I (autobiography)

In order for these ideas to be really effective, the teacher must set the stage in her classroom. Children should be encouraged to feel good about themselves. A child should know at all times what is expected of him. Discipline should be fair and firm. A child should understand why his behavior is inappropriate. At no time should a teacher ever make statements like,

"Don't be so stupid."
"Oh, hurry up."
"I knew you couldn't be trusted."
"You're just like the rest of your family."

Any negative statements should be aimed at behavior--not the child.

Submitted by Ann Hyland, Peterborough Elementary School

Dear Mr. Bittman:

Enclosed find your copy of Developmental Career Education, The Primary Years, an outgrowth of the continuing joint efforts of the School Districts and the State Department of Education to evolve a series of Guideline activities in Career Education with the kind of universality and practicality which will ensure widespread acceptance/employability with, by, and thru New Hampshire's teachers and counselors.

The Primary Years represents our first effort to "flesh out" the seventeen concepts embraced within the cover page's logo: Decision Making, Values and Attitudes, and World of Work. Currently being readied for implementation is A Developmental Approach to Career Guidance, Counseling and Placement.

Similar undertakings, addressing the Middle and Secondary Years, will ensue.

Sincerely,

ERIC RANNISTO
Career Education Consultant